OCR Entry Level 2 Functional Skills Mathematics

SAMPLE ASSESSMENT MATERIAL

These materials should **not** be used for live assessment. OCR live assessment materials should be downloaded from OCR’s secure portal.

The entry code for this qualification is:

OCR Entry Level 2 Functional Skills Mathematics 08846
Ofqual Qualification Number 603/4900/1

ALL THESE MATERIALS MAY BE PHOTOCOPIED. Any photocopying will be done under the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of assessment.
Guidance for Centres

1 General

1.1 OCR’s Functional Skills Entry Level tasks are available to download free of charge from our secure portal. You will need to be approved to offer OCR’s Entry Level Functional Skills mathematics qualifications (08845, 08846, 08847) in order to gain access to the assessment materials. The materials contained in this booklet are for practice purposes only.

1.2 These assessments have been designed to meet the full requirements of OCR’s Entry Level 2 Functional Skills Mathematics qualification.

1.3 For the purpose of the assessment, tutors are expected to act as supervisors.

2 Before carrying out the assessment

2.1 Candidates should have taken part in a planned learning programme that covers the underpinning knowledge and skills of the qualification. As part of this learning programme, candidates should have been given the opportunity to practice similar tasks before completing the assessment tasks.

2.2 A Mark scheme/Assessment Record Form has been provided for tutors to record the candidate’s achievements. This form should be photocopied for each candidate.

3 When completing the assessment

3.1 All assessment evidence for live tasks must be produced under controlled assessment conditions. Further guidance is provided within the Task Taking section of the OCR Functional Skills Entry Level mathematics Specification.

3.2 Assessment tasks should be carried out within the time indicated in the tutor guidance at each level.

3.3 Each candidate must produce individual and authentic evidence for each assessment task within the assessment. We provide space for the candidate to write their responses on the assessment material (calculator task and non-calculator task).

3.4 Centre staff should provide support and guidance of a general nature to ensure the candidates understand what is expected of them during the assessment. For example candidates should be advised to read the front cover instructions and task(s) carefully, candidates should also be advised how long they have to complete the assessment. It is not acceptable for centre staff to provide model answers or to work through answers in detail.

If a learner asks for clarification relating to the meaning of a mathematical term, this cannot be provided as it is expected that learners will have been taught this information as part of their teaching and learning.
4 After completing the assessment

4.1 When marking candidates’ work, centres must check that all the subject content criteria have been achieved as detailed in the Mark scheme/Assessment Record Form. For further information about assessment please refer to the Quality assuring assessment section of the OCR Functional Skills Entry Level mathematics Specification.

4.2 Once work has been marked, if the candidate has not met the standard and wished to re-take an assessment, centre staff are permitted to give feedback to support and guide the candidate to meet the required standard for the new assessment task. This support and guidance should focus on checking the candidate understands what is expected of them. For example, centre staff can identify what area of work could be improved but not detail how to improve it. Centre staff can remind learners about what they were taught but not how to apply it to improve the work.

4.3 Assessors’ decisions should be quality assured across the centre through internal moderation. For further information about internal moderation please refer to the Quality assuring assessment section of the OCR Functional Skills Entry Level mathematics Specification.

5 Presentation of work

5.1 The Mark Scheme/Assessment Record Form can be used as a contents page as the questions are in the same order as the form.

5.2 A Centre Authentication Form (CCS160) must be completed for each claim submitted to the OCR External Moderator. The completed form must be retained by the centre and be available on request to either OCR or the JCQ centre inspection service. A submission can be made for an individual candidate, whole cohort or a smaller group of candidates as and when they have completed their assessments for a particular Entry level.

6 Acceptable evidence

6.1 For guidance on generation and collection of evidence please refer to the External moderation section of the OCR Functional Skills Entry Level mathematics Specification.

7 Retaking the assessment

7.1 Candidates must attempt the live assessments within the time specified and under controlled assessment conditions. If they do not meet the minimum overall pass requirements for the assessment, they can retake a different assessment. Centres must provide the candidates with a new task on each occasion. Centres must ensure the learners have had sufficient additional teaching and learning time following a failed assessment and before a new attempt. The Administration area of the OCR website contains guidance on how you must manage the retaking of the tasks and can be found in the ‘assessment’ section.

Please refer to the Re-sits section of the OCR Functional Skills Entry Level mathematics Specification.
Notes for Tutors

Introduction to the Tasks

The assessment tasks have been designed so that the subject content statements are addressed.

The assessment tasks have been designed to allow candidates to demonstrate their skills during normal class time under controlled assessment conditions. However, the assessment can be completed in two sessions under controlled assessment conditions, but must not take longer than the time specified in the tutor guidance. In order to ensure the security and integrity of the assessment, an individual task e.g. calculator task must not be split across sessions.

For the purpose of the assessment, tutors are expected to act as supervisors. Tutors can assess the same candidate at different times.

Controls for Task Marking

When marking the assessment tasks, tutors should use the mark scheme criteria in the Mark Scheme/Assessment Record Form.

Tutors/assessors must be confident that the work they mark is the candidate’s own. Tutors must employ sufficient checks whilst tasks are being completed to ensure candidates are producing their own evidence, as outlined in the Task Marking section of the OCR Functional Skills Entry Level mathematics Specification.

Scope of Assessment Modification

The assessment addresses the subject content and therefore only some modification is permitted to ensure that the assessments remain fair and reliable. Centres are only permitted to change the context, for example, if the context referred to ‘seats in a cafe’ it could be changed to ‘seats on a bus’ or the names of people in a question could be changed. Centres should ensure that there is no change to the:

- subject content assessed - this means that additional assessment requirements must not be added in or removed when modifying
- subject level of demand assessed - the requirements as included in the Mark Scheme/Assessment Record Form must not be changed. Where the context is changed the answers may need to reflect this change, but the subject content and number of marks allocated must not be changed
- total allocated time of the assessment.

If centres wish to adapt the context in line with guidance provided above, it must still be set within a real-life context and must have a clear purpose.

OCR has ensured that, in the language used and tasks provided, we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the OCR Accessibility Principles, notably this includes:

- using language and layout in assessment materials that does not present barriers to candidates
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to candidates.
Entry Level 2

Tutor Guidance

The assessment comprises of two tasks, the calculator task and the non-calculator task. The calculator task should be taken first, which will allow for the collection of the calculator and the completed calculator task before the non-calculator task begins.

Candidates will not be able to return to the calculator task once they begin the non-calculator task.

Candidates are required to complete the assessment under supervised conditions in a total time of 1 hour 25 minutes. The time allocated to the assessment must be split as detailed in the table below:

<table>
<thead>
<tr>
<th>Calculator Task</th>
<th>Non-calculator Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Time allowed 1 hour</td>
<td>• Time allowed 25 minutes</td>
</tr>
<tr>
<td>• Candidates are allowed to use a calculator for this task</td>
<td>• Candidates must NOT use a calculator for this task</td>
</tr>
<tr>
<td>The assessment may be split over two sessions (calculator task session and non-calculator task session) but must not exceed the maximum allocated time for each task.</td>
<td></td>
</tr>
</tbody>
</table>

If a learner has access-related needs, for further guidance on splitting of tasks, extra time and other arrangements please see the Arrangements for learners with access-related needs section of the OCR Functional Skills Entry Level mathematics Specification.

Please be aware when splitting a task that the earlier questions are less demanding than the later questions and you may wish to bear this in mind when splitting.

With the exception of any preparation required in order to complete the assessment, the whole of this task is to be conducted under controlled assessment conditions as outlined in the Controlled Assessment section of the OCR Functional Skills Entry Level mathematics Specification.
Assessment instructions and information

The information and instructions provided on the front cover of the assessments may slightly differ depending on the type of task (calculator task and non-calculator task) the candidate is completing.

In addition to the detail provided on the front covers, you must ensure that the following is adhered to.

<table>
<thead>
<tr>
<th>Instructions</th>
<th>Additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculator</td>
<td>Learners are expected to use for the calculator task only a basic calculator that includes the following functions:</td>
</tr>
<tr>
<td></td>
<td>- Four operations (+,-,×,÷)</td>
</tr>
<tr>
<td></td>
<td>- Memory facility</td>
</tr>
<tr>
<td></td>
<td>Calculators are subject to the rules below:</td>
</tr>
<tr>
<td></td>
<td><strong>Calculators must be:</strong></td>
</tr>
<tr>
<td></td>
<td>- of a size suitable for use on the desk;</td>
</tr>
<tr>
<td></td>
<td>- either battery or solar powered;</td>
</tr>
<tr>
<td></td>
<td>- free of lids, cases and covers which have printed instructions or formulas;</td>
</tr>
<tr>
<td></td>
<td><strong>Calculators must not:</strong></td>
</tr>
<tr>
<td></td>
<td>- be designed or adapted to offer any of these facilities:</td>
</tr>
<tr>
<td></td>
<td>- language translators;</td>
</tr>
<tr>
<td></td>
<td>- symbolic algebra manipulation;</td>
</tr>
<tr>
<td></td>
<td>- symbolic differentiation or integration;</td>
</tr>
<tr>
<td></td>
<td>- link with other devices or the internet;</td>
</tr>
<tr>
<td></td>
<td>- be borrowed from another candidate during an examination for any reason;</td>
</tr>
<tr>
<td></td>
<td>- have retrievable information stored in them - this includes:</td>
</tr>
<tr>
<td></td>
<td>- databanks;</td>
</tr>
<tr>
<td></td>
<td>- dictionaries;</td>
</tr>
<tr>
<td></td>
<td>- mathematical formulas;</td>
</tr>
<tr>
<td></td>
<td>- text</td>
</tr>
<tr>
<td></td>
<td>The candidate is responsible for the following:</td>
</tr>
<tr>
<td></td>
<td>- the calculator’s power supply;</td>
</tr>
<tr>
<td></td>
<td>- the calculator’s working condition.</td>
</tr>
<tr>
<td></td>
<td>- Clearing anything stored in the calculator</td>
</tr>
<tr>
<td>Geometric instruments</td>
<td>Learners may use a ruler, a 180° or 360° protractor, set square and a pair of compasses.</td>
</tr>
<tr>
<td>Show your working for each question. Marks can be awarded for working.</td>
<td>Learners need to be aware that a wrong answer can gain credit if working is shown. On the calculator activity they should show the steps/operation that they input into the calculator.</td>
</tr>
</tbody>
</table>

For further information please refer to the Assessment instructions and information section of the OCR Functional Skills Entry Level mathematics Specification.
Marking guidance

Tutors should use the mark scheme criteria in the *Mark Scheme/Assessment Record Form.*

Key points when marking:
- If the correct answer (detailed in the ‘Answer’ column) is clearly given then full marks should be awarded.
- Figures or expressions that are being followed through from a previous question item will appear after the word *their* in the mark scheme for clarity, e.g. $180 \times \left(\text{their } '37' + 16\right)$, or $300 - \sqrt{\text{their } '5^2 + 7^2'}$. Answers to part questions which are being followed through are indicated by e.g. $3 \times \text{their } (a)$.
- For questions with follow through available you must ensure that you refer back to the relevant previous answer.
- Units presented in brackets for example (minutes) are not part of the mark as these have been given on the answer line.

Submission Checklist

A centre must submit for each candidate:
- A *Mark Scheme/Assessment Record Form* with appropriate feedback for each candidate
- Marked and assessed evidence for each task (calculator and non-calculator).

A centre must retain for each submission:
- A *Centre Authentication Form* (CCS160) must be completed for each claim submitted to the OCR External Moderator.
- A copy of all candidates' work, for a minimum of 12 months or until candidates’ result are issued from OCR.
Assessment Content Coverage

In this assessment the candidate is required to:

- Compare numbers
- Recognise the sequence of odd numbers
- Calculate addition, subtraction, multiplication, division
- Rounding to the nearest 10
- Recognise shapes 2-D and 3-D
- Calculate money
- Read an analogue clock
- Use measure length, capacity and temperature
- Read simple scales
- Recognise shapes 2-D and 3-D
- Describe the properties of 2-D and 3-D shapes
- Extract information from a chart
- Make numerical comparison from chart
- Sort and classify objects
- Represent information on a bar chart
Use this Mark Scheme/Assessment Record to record the candidate's achievements. This record should be submitted to OCR as evidence of achievement for the candidate, together with supporting evidence.

<table>
<thead>
<tr>
<th>Centre name</th>
<th>Centre number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate name</td>
<td></td>
</tr>
<tr>
<td>Assessor name(s)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct response</th>
<th>Mark available</th>
<th>Mark awarded</th>
<th>Subject Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer</strong></td>
<td><strong>Guidance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Calculator task</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1a</strong></td>
<td>41, 43 and 45 identified only</td>
<td>1 mark: two odd numbers identified only or 3 odd numbers identified with one even number</td>
<td>2</td>
<td>Recognise and sequence odd and even numbers up to 100 (E2N3)</td>
</tr>
<tr>
<td><strong>1b</strong></td>
<td>84 is larger than 81 or equivalent</td>
<td>1</td>
<td>Read, write, order and compare numbers up to 200. (E2N2)</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>$\frac{1}{4}$</td>
<td>1 mark: $\frac{4}{16}$</td>
<td>2</td>
<td>Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes. (E2N10)</td>
</tr>
<tr>
<td>Question</td>
<td>Correct response</td>
<td>Mark available</td>
<td>Mark awarded</td>
<td>Subject Content</td>
</tr>
<tr>
<td>----------</td>
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<td>-----------------</td>
</tr>
<tr>
<td><strong>3a</strong></td>
<td>Two cylinders identified only</td>
<td>1 mark: 2nd or 5th shape identified only</td>
<td>2</td>
<td>Recognise and name 2-D and 3-D shapes including pentagons, hexagons, cylinders, cuboids, pyramids and spheres. (E2M19)</td>
</tr>
<tr>
<td><strong>3b</strong></td>
<td>Two cuboids identified only</td>
<td>1 mark: 1st or 4th shape identified only</td>
<td>2</td>
<td>Describe the properties of common 2-D and 3-D shapes including numbers of sides, corners, edges, faces, angles and base. (E2M20)</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>3rd box only indicated</td>
<td>$55 \div 5$</td>
<td>1</td>
<td>Recognise and interpret the symbols $+,-,\times,\div$ and $=$ appropriately. (E2N4)</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>7:45 or 19:45</td>
<td>1 mark: 7 or 19 1 mark: 45 Accept any correct answer in words Accept any appropriate time notation</td>
<td>2</td>
<td>Read time displayed on analogue clocks in hours, half-hours and quarter-hours. (E2M13b)</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>1.4 Litre</td>
<td>Accept indication on diagram.</td>
<td>1</td>
<td>Use measures of capacity, including millilitres and litres. (E2M16)</td>
</tr>
<tr>
<td><strong>7a</strong></td>
<td>(£)73</td>
<td>1 mark: $9 + 22 + 13 + 29$</td>
<td>2</td>
<td>Add two-digit numbers. (E2N5a)</td>
</tr>
<tr>
<td>Question</td>
<td>Correct response</td>
<td>Mark available</td>
<td>Mark awarded</td>
<td>Subject Content</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------</td>
<td>----------------</td>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>7b</strong></td>
<td>(£)70</td>
<td>1 mark: rounding $10 + 20 + 10 + 30$</td>
<td>2</td>
<td>Approximate by rounding to the nearest 10 and use this rounded answer to check results. (E2N9)</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Greenback</td>
<td>1 mark: Greenback or Blue Sue or with one other</td>
<td>2</td>
<td>Extract information from lists, tables, diagrams and bar charts. (E2D22) Make numerical comparisons from bar charts. (E2D23)</td>
</tr>
<tr>
<td></td>
<td>Blue Sue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9a</strong></td>
<td>80</td>
<td></td>
<td>1</td>
<td>Extract information from lists, tables, diagrams and bar charts. (E2D22)</td>
</tr>
<tr>
<td><strong>9b</strong></td>
<td>36</td>
<td>1 mark: their $80 – 44$ or counting up from 44 to their $80$ 1 mark: correct answer to their calculation</td>
<td>2</td>
<td>Subtract two-digit numbers. (E2N5b)</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>Both bars correctly drawn for Cola and Water 1 mark: correct frequencies, Cola 25, Water 20 seen or implied 1 mark: correct bar drawn for their Cola or for their Water</td>
<td>3</td>
<td>Extract information from lists, tables, diagrams and bar charts. (E2D22) Take information from one format and represent the information in another format, including use of bar charts. (E2D25)</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Correct response</td>
<td>Mark available</td>
<td>Mark awarded</td>
<td>Subject Content</td>
</tr>
<tr>
<td>----------</td>
<td>------------------</td>
<td>----------------</td>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Non-calculator task</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>30(°C)</td>
<td>1</td>
<td>1</td>
<td>Read and use simple scales to the nearest labelled division. (E2M18)</td>
</tr>
<tr>
<td>2</td>
<td>[regular] Hexagon</td>
<td>Do not penalise spelling as long as meaning is clear</td>
<td>1</td>
<td>Recognise and name 2-D and 3-D shapes, including pentagons, hexagons, cylinders, cuboids, pyramids and spheres. (E2M19)</td>
</tr>
<tr>
<td>3</td>
<td>(£14)</td>
<td>1 mark: 26 – 12 or equivalent</td>
<td>2</td>
<td>Calculate money with pence up to one pound and in whole pounds of multiple items and write with correct symbols. (E2M12)</td>
</tr>
<tr>
<td>4</td>
<td>6 (boxes)</td>
<td>1 mark: 36 ÷ 6 or counting up in 6s</td>
<td>2</td>
<td>Divide two-digit whole numbers by single-digit whole numbers and express remainders. (E2N8)</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td></td>
<td>1</td>
<td>Sort and classify objects using two criteria. (E2D24)</td>
</tr>
<tr>
<td>Question</td>
<td>Correct response</td>
<td>Mark available</td>
<td>Mark awarded</td>
<td>Subject Content</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------</td>
<td>----------------</td>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>(£)132</td>
<td></td>
<td>2</td>
<td>Multiply whole numbers in the range 0 × 0 to 12 × 12 (times tables). (E2N6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TOTAL</strong></td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

The pass mark for this assessment is 22
Assessor feedback (Provide feedback on how each assessment activity was achieved by the learner.)


| Candidate signature | Assessor signature | Date |
OCR Entry Level 2 Functional Skills Mathematics

Task: Calculator

Duration: 1 hour

Marks: 27 marks

Assessment Task: The Concert

Name..............................................................................................................

Instructions

- Answer all questions in this task.
  - Your tutor may read the questions to you.
  - Ask your tutor if you do not understand any words.
- Show your working for each question. Marks are awarded for correct working.
- Complete this task before the non-calculator task.

A calculator may be used for this task

You can use:

- A calculator
- Pencil for diagrams
- A pen with black ink
- Geometric Instruments
- A rubber
The Concert

1 Here are some seats at a concert.

(a) Which seats have odd numbers?

........................................................................................................................................... [2]

(b) The seat numbers have fallen off some seats. Nina puts them in order from smallest to largest.

59 75 84 81 103 124

Give a reason why Nina’s order is wrong.

........................................................................................................................................... [1]
2 The floor plan of the concert hall is a grid of 16 squares. Speakers are placed covering the corner squares, as seen below.

What fraction of the floor plan do the speakers cover?

\[ \frac{4}{16} \]
3 (a) The boxes for the band’s equipment are different shapes.

Tick (✓) all the cylinders.

(b) Tick (✓) all the boxes with 6 faces.

4 Nina wants to buy a ticket to a concert. A ticket costs £55. Nina has 5 weeks to save £55.

Tick (✓) the calculation that shows how much Nina should save each week.

- $55 \times 5$
- $5 \div 55$
- $55 \div 5$
- $55 + 5$
This clock shows the start time of the concert Nina goes to.

What time does the concert start?

........................................... [2]

To enter the concert, Nina needs to pour her whole 1.2 Litre bottle of drink into a cup.

There are three different cup sizes she can choose.

Write down the size she should choose?

........................................... [1]
At the concert Nina buys 4 t-shirts. The t-shirts cost £9, £22, £13 and £29.

(a) What is the total cost?

£…………………………………

[2]

(b) Check the total cost by rounding the cost of each t-shirt to the nearest £10.

£…………………………………

[2]
This chart shows the number of t-shirts sold by some bands at their concerts.

**Number of t-shirts sold**

<table>
<thead>
<tr>
<th>Name of band</th>
<th>Number sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>TNT</td>
<td>50</td>
</tr>
<tr>
<td>Greenback</td>
<td>150</td>
</tr>
<tr>
<td>Blue Sue</td>
<td>180</td>
</tr>
<tr>
<td>Two Rivers</td>
<td>120</td>
</tr>
<tr>
<td>The Cats</td>
<td>140</td>
</tr>
<tr>
<td>Limitless</td>
<td>70</td>
</tr>
</tbody>
</table>

8 Which bands have sold **more than** 140 t-shirts?

9 (a) How many t-shirts did Two Rivers sell?

(b) Limitless have sold 44 t-shirts.

How many more t-shirts have Two Rivers sold than Limitless?
10 The concert keeps a tally of the drinks sold.

<table>
<thead>
<tr>
<th>Drink</th>
<th>Number sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cola</td>
<td>### # # # #</td>
</tr>
<tr>
<td>Water</td>
<td>### # # #</td>
</tr>
</tbody>
</table>

Complete the chart below to show the numbers of cola and water sold.

Number of drinks sold

Number sold

Drinks

Cola

Water

[3]
This is Nina’s route home.

What is the length of the route?

End of Calculator task
THIS PAGE HAS BEEN LEFT INTENTIONALLY BLANK
OCR Entry Level 2 Functional Skills Mathematics

Task: Non - calculator
Duration: 25 minutes
Marks: 9 marks

Instructions

• Answer all questions in this task.
  - Your tutor may read the questions to you.
  - Ask your tutor if you do not understand any words.

• Show your working for each question. Marks are awarded for correct working.

• Complete the calculator task before starting this task.

You can use:

• Pencil for diagrams
• A pen with black ink
• Geometric Instruments
• A rubber

No calculator can be used for this task
1  This thermometer shows the temperature.

What is the temperature, to the nearest 10°C?

............................................°C [1]

2  What is the name of this 2D shape?

.......................................................... [1]
3  Ella buys a book that costs £26. She pays with vouchers and money. She pays £12 with vouchers.

How much does she pay with money?

£…………………………………

[2]

4  6 eggs fill an egg box.

How many egg boxes will 36 eggs fill?

…………………………………

[2]
5 Ella is sorting her socks.

How many long white socks does Ella have?

.......................... [1]

6 Sundip saves £12 every week for 11 weeks.

How much does she save?

£........................... [2]

End of Non-calculator task